DOCUMENT RESUME

ED 371 479 EA 025 924

AUTHOR	Morales-Gomez, Daniel A., Ed.; Torres, Carlos Alberto, Ed.
TITLE	Education, Policy, and Social Change: Experiences from Latin America.
REPORT NO	ISBN-0-275-94080-2
PUB DATE	Sep 92
NOTE	232p.
AVAILABLE FROM	Praeger Publishers, Greenwood Publishing Group, 88 Post Road West, Box 5007, Westport, CT 06881 ($52.95).
PUB TYPE	Books (010) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Cross Cultural Studies; Democracy; Developing Nations; *Economic Development; Educational Economics; *Educational Policy; *Educational Research; Elementary Secondary Education; Foreign Countries; Government Role; Political Power; *Politics of Education; *Social Change; Social Structure; Socioeconomic Influences
IDENTIFIERS	*Latin America

ABSTRACT

Using both a retrospective and a prospective view, this book examines the links joining research, policy, and change in education in Latin America. It inquires about the relationships among the economy, politics, and the state. It reviews the praxis of education in Latin American countries and in the context of the development trends of the 1980s. The various chapters discuss the challenges these societies have faced in education in their progression toward the 21st century. Following the introduction by Daniel A. Morales-Gomez and Carlos Alberto Torres, part 1 analyzes the dialectic among educational changes, policies, and research in societies where democratic systems are confronted by socioeconomic and political problems that may deeply affect their development in the 1990s. Chapters include the following: (1) "Bolivia: Society, State, and Education in Crisis" (Jorge Rivera P.); (2) "Columbia: Educational Research and Policy--Problems of the 1980s, Issues for the 1990s" (Benjamin Alvarez); (3) "Ecuador: Basic Quechuan Education" (Consuelo Yanez Cossio); (4) "Peru: Education for National Identity--Ethnicity and Andean Nationalism" (Gonzalo Portocarrero M.); and (6) "Venezuela: Education after Prosperity" (Carmen Garcia Guadilla and Ramon Casanova). Part 2 examines educational research and policies in countries facing different stages in the transition from authoritarian to democratic rule. Chapters include the following: (7) "Argentina: Education in Transition--From Dictatorship to Democracy" (Emilio Fermin Mignone); (8) "Brazil: Conflicts between Public and Private Schooling and the Brazilian Constitutions" (Moacir Gadotti); and (9) "Chile: The State and Higher Education" (Jose Joaquin Brunner). Part 3 addresses the links among educational research, policy, and change during the 1980s in nations that have been affected by political turmoil, widespread poverty, and hemispherical geopolitical interests. Chapters include the following: (10) "Costa Rica: Education and Politics--A Historical Perspective" (Astrid Fischel Volio); (11) "Cuba: Educational Research and Decision Making" (Lidia Turner Marti and Elvira Martin Sabina); and (12)

"Nicaragua: Education and Social Transformation, 1979-91" (Robert F. Arnove and Anthony Dewees). The conclusion, "Educational Research and Policy in the 1990s--Future Challenges," is by Daniel A. Morales-Gomez and Carlos Alberto Torres. Five tables, a bibliography of 384 references, and an index are included. (LMI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****